OPEN | Online Professional English Network

Spring Term 2024 Course Descriptions

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English for Media Literacy as a 21st Century Skill (EML) *REVISED COURSE!*

This course is delivered by Arizona State University

Course Overview

This course will help participants to think critically about and ethically engage with social media and 21st century information and communications technology. You will examine the relationship between media and society, discuss misinformation and disinformation, learn about the technology behind social media, and engage in practical training.

Teaching for the Future: English Teaching to Take on Climate Change (TFF) *NEW COURSE!*

This course is delivered by Kansas State University

Course Overview

The purpose of this online course is for participants to learn about, discuss, and create English Language Teaching (ELT) materials they can use in the classroom to help prepare their students for the future. Participants will examine documents about climate change and the environment and evaluate their usefulness in their own teaching contexts. Participants will then prepare to share what they have learned in the course with colleagues through conference presentations, workshops within their schools, or discussions with others within their contexts.

Creating and Implementing Online Courses (CIOC)

This course is delivered by Arizona State University

Course Overview

This course will give participants powerful tools to create and deliver hybrid and fully online courses for online learners. Using the ADDIE model for curricular design, participants will first analyze (A) students, stakeholders, and objectives by writing a learner story. They will then design (D) and develop (D) the course by creating a course geography and course outline. Finally, participants will develop an action plan to demonstrate how they intend to implement (I) and evaluate (E) the English language courses they develop. The main outcome of the course is to have participants apply tools and strategies for creating and delivering online courses in their contexts.

Developing and Teaching Academic Writing (DATAW)

This course is delivered by Iowa State University

Course Overview

As a participant in this course, you will learn what academic writing is and how to develop courses that suit the writing needs of your students. You will also develop an understanding of different approaches and key components of academic writing courses while learning the important strategies for teaching academic writing skills in a student-centered classroom. Specifically, you will learn to teach students how to go through the writing process, how to search for and evaluate sources, how to develop arguments, how to follow the characteristics of different text types, and how to consider the context/audience/culture, and even how to prepare an application essay for possible study abroad in the United States.

Fostering Student Motivation and Engagement (FSME)

This course is delivered by the University of Oregon

Course Overview

Course Descriptions can also be found at https://www.openenglishprograms.org/GOC_Information

Fostering Student Motivation and Engagement (FSME) is an online course for English language educators who want to improve their teaching practices and increase their students' level of motivation and engagement in learning English. Participants will develop skills to increase student motivation and engagement, acquire knowledge about differentiated instruction, develop skills to address students' learning needs, and engage in reflection activities as a matter of professional practice. Participants will identify an area of need in their teaching contexts and will choose tools, strategies, techniques, and resources to try with a group of learners to help meet that need. At the end of the course, this will become a collection of resources, or a "toolkit," that they can use in their contexts and share with others.

Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting (ICT)

This course is delivered by World Learning- SIT Graduate Institute
Course overview
Exploration of culture in an EFL setting requires helping students engage in authentic situations to develop the ability to navigate across a variety of cultures. This intercultural ability requires language choices and awareness of oneself as a cultural being. It also requires critical thinking skills, which are themselves culturally defined. Using experiential learning as the organizational model, this course will engage participants in analyzing personal experiences, media, EFL textbooks, and classrooms to develop the capacity to think critically about the cultural assumptions and viewpoints embedded in their teaching content and process. After examining themselves as cultural beings and assessing learners' needs and goals, participants will develop a concrete teaching lesson that reflects their view of teaching critical thinking and intercultural competence in their particular context.

Professional Development for Teacher Trainers (PDTT)

This course is delivered by Arizona State University
Course Overview
This course, designed for both new and experienced teachers, gives participants methods for creating, presenting, and evaluating effective teacher training workshops. You will gain tools and techniques for promoting professional development in your teaching context. Through participation in this course, you will develop your skills for delivering engaging and relevant teacher trainings.

Teaching English to Young Learners (TEYL)

This course is delivered by George Mason University
Course Overview
Teaching English to Young Learners (TEYL) is designed to introduce you to the theory and practice of teaching English as a foreign language (EFL) to young learners 3-10 years old. Through engaging videos and practical readings, you will explore approaches for teaching English to children that are not only effective but also fun

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and engaging. You will learn techniques for teaching new vocabulary and grammar that encourage student participation. In addition, you will gain new ideas for teaching listening, speaking, reading and writing in a meaningful context. Through learner-centered activities and group discussions, you will have many opportunities to share ideas with peers and apply course content to your learning environment. Get ready to learn about TEYL and be part of an international learning community with teachers around the world!

Teaching Grammar Communicatively (TGC)

This course is delivered by World Learning- SIT Graduate Institute
Course overview
In this practice-oriented course, participants will explore how to adapt grammar instruction to meet their students' needs. They will also focus on integrating grammar instruction with teaching language skills, varying grammar instruction to meet the needs of large, mixed ability classes, and using available technology effectively to enhance grammar learning inside and outside the classroom. Participants will discuss different challenges their learners may have with learning grammar and discover how they can help learners use grammar to improve fluency and accuracy.

TESOL Methodology (TM)

This course is delivered by the University of Maryland Baltimore County
Course Overview
This course is designed to provide participants with current methodologies for teaching English learners (ELs) of different ages in many learning contexts. Participants will discuss and practice a wide variety of strategies and techniques for teaching English to speakers of other languages (TESOL). While exploring best practices for teaching listening, speaking, reading, and writing, including grammar and vocabulary, participants will learn how to create an effective and communicative language classroom for all learners. In addition, participants will examine what best practices means in the context of teaching English in the 21st century, where English is an international language, and the use of English incorporates modern technologies.

Using Educational Technology in the English Language Classroom (ET)

This course is delivered by Iowa State University
Course Overview
This course is designed to help English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes through hands-on learning. It will help teachers integrate pedagogical knowledge and skills with technology to enhance their language teaching and learning through their reading, discussion, and creation of new learning activities. The course will help participants apply technology in record keeping, feedback, and assessment, and use technology to improve communication, collaboration, and efficiency by participating in online discussion and presentation.

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Post-Funded ONLY Courses (Summer 2024)

*These courses are only available in regions where the Regional English Language Officer has requested it as a post-funded course. Requests for post funding a Summer 2024 course are due January 22, 2024.

Content-based Instruction (CBI)*

This course is delivered by World Learning

Course Overview

Content-based Instruction (CBI) is designed for teachers who are already teaching – or are preparing soon to teach CBI courses in English. CBI courses present teachers with the challenge of balancing the teaching of both language and content. The ideal way to strike this balance will differ, depending on the teaching context. This course is intended to help its participants meet those challenges by guiding participants through a series of practical, hands-on activities, which are supported by the necessary background and theoretical information, to prepare participants for future decision-making and problem-solving in the area of CBI.

English as a Medium of Instruction (EMI) *

This course is delivered by Ohio University

Course Overview

English as a Medium of Instruction (EMI) is an online course designed to introduce you to the theory and practice of teaching disciplinary content in English. This course will help you re-develop your existing courses or create new ones that use English as the Medium of Instruction (EMI). Materials include engaging videos, practical readings, and opportunities for collaboration within the course and in your institutions. You will identify challenges that faculty and students encounter in EMI classes and develop strategies for successfully helping students learn course content while simultaneously building or refining their English skills. In addition, you will gain confidence in teaching in English while you also become more comfortable using pedagogies that are interactive and focus on student learning. Topics include course design, syllabi development, lesson and materials creation, teaching interactively in English, and supporting learning through technology. When you complete the course, you will have a portfolio of materials you can use in your own courses.

Teaching English in Emergencies (TEiE)*

This course is delivered by Eastern Washington University

Course Overview

Emergency and crisis situations such as health crises, natural disasters, political and civil unrest, and many more affect students worldwide. Through this asynchronous online course on Teaching English in Emergencies, EFL educators will gain understanding and skills to better work with English language learners affected by conflict, crises, disasters, or displacement. The purpose of this course is to provide educators with

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a space to reflect on and think critically about the realities and impacts of emergencies on the English language learning environment and to gain knowledge and skills related to teaching practices and advocacy steps that can help students learn in safe environments. Participants will engage in discussion to describe social and emotional learning needs of students in emergency settings, identify English teaching approaches in formal and non-formal education in emergency settings, and create learning environments sensitive to students who have experienced trauma. The course will draw on principles of Social-Emotional Learning (SEL), trauma-sensitive teaching, and Education in Emergencies, as well as sound TESOL methodology, to provide instruction and support for teachers dealing with these issues.

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